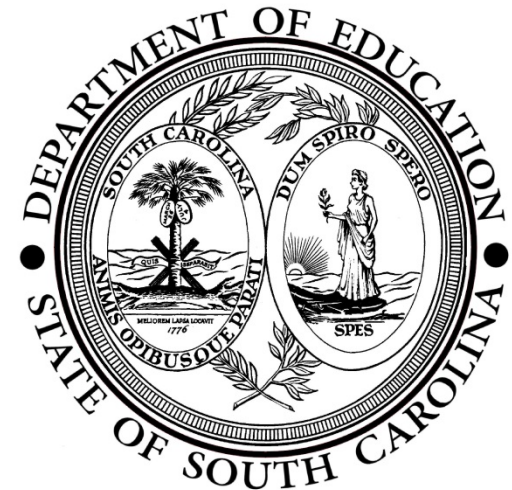


# United States History & Constitution: A Local Civil Rights Movement: The Charleston Hospital Strike of 1969

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
June 2017



**Grade/Course Level: A Local Civil Rights Movement: The Charleston Hospital Strike of 1969**

This lesson focuses on the student’s ability to analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions. Additionally, students will explain how groups worked to challenge traditional institutions and effect change to promote the needs and interests of society. The purpose of this lesson is to have students examine a local South Carolina Civil Rights protest that incorporated the strategies of nonviolence. These skills will require students to critically think and problem solve, in addition to collaborating with a team while working with media and technology, as defined in the Profile of a South Carolina Graduate. The estimated time frame for this lesson is three, ninety minute class periods.

**Standard(s) and/or Indicator(s)**

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

**Targeted:**

**Standard USCH 8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.**

Indicator USCH 8.1: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

**Embedded:**

**Standard USCH 8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.**

Indicator USCH 8.4: Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.

**Standard USCH 7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation’s subsequent role in the world.**

Indicator USCH 7.6: Analyze the causes and consequences of social and cultural changes in postwar America, including educational

programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

### **“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can discuss the initial strategies, such as non-violent protest, used in the African American Civil Rights Movement (USCH 8.1)*
- *Day 1: I can collaborate, research and analyze information about grassroots civil rights advocates (USCH 8.1)*
- *Day 2: I can collaborate, research, analyze, and produce a product about the roles of civil rights advocates (USCH 8.1)*
- *Day 3: I can explain the role of a grassroots civil rights advocate based on collaborative research (USCH 8.1)*

### **Essential Question(s)**

This is a **suggested** essential question that will help guide student inquiry.

- How did the strategy of nonviolence shape the African American Civil Rights Movement?
- How can the strategy of nonviolent protesting be used on a local, grassroots level?

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Grassroots organizing
- Unions
- Insubordination
- Discrimination
- Derogatory
- Jim Crow segregation
- Inequality
- Southern Christian Leadership Conference (SCLC)
- Civil disobedience
- Nonviolent protest
- Civil Rights Movement
- Reconstruction
- American Declaration of Independence

- 13<sup>th</sup> Amendment
- 14<sup>th</sup> Amendment
- 15<sup>th</sup> Amendment

### Prior Knowledge

Students should have knowledge of how the promises of the Declaration of Independence failed to secure rights for African Americans, women, and Native Americans (USHC 1.3). Students should have some prior knowledge of Reconstruction and the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the United States Constitution (USHC 3.3). Students should also have some prior knowledge of the African American response to discrimination following the American Civil War (USHC 3.5). Additionally, students should have some prior knowledge about Gandhi and his nonviolent protest movements in India (7-6.2).

### Subsequent Knowledge

The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture (USG-4).

### Potential Instructional Strategies

#### Day 1: I can analyze the initial strategies used in the African American Civil Rights Movement (USCH 8.1).

**Four Corners:** Start class by reviewing with the students their prior knowledge about the Civil Rights Movement. Review what non-violent protesting looks like. In the four corners of your room have the opinions—strongly agree, agree, strongly disagree, and disagree. Read some of the following statements and tell students to move to the corner that best identifies with how they want to answer the question. After the students move to their corners, ask for volunteers to share why they stood where they did. Possible statements to read could include, but are not limited to:

- “Non-violent protests are the best type of protests”.
- “Violent protests never achieve what their intended goal”.
- “You can be a non-violent protester if you only use violence after violence has been used against you”.

**Read, Reflect, and Discuss:** Students will read about the hospital strike and discuss why the nurses went on strike against the hospital. Selections could include, but are not limited to:

- Adam Parker. (2013). Local Hospital Workers’ Courage Changed Workplaces Forever. *The Post and Courier*. Retrieved

from [http://www.postandcourier.com/archives/local-hospital-workers-courage-changed-workplaces-forever/article\\_06e8c27e-6362-5734-9f68-60452286c0d7.html](http://www.postandcourier.com/archives/local-hospital-workers-courage-changed-workplaces-forever/article_06e8c27e-6362-5734-9f68-60452286c0d7.html)

- Marker Notes 1969 Charleston Hospital Strike. Retrieved from: <http://www.thestate.com/news/local/civil-rights/article13825439.html>
- 1969 Black Hospital Workers' Strike Remembered 45 Years Later. (2014) Retrieved from <http://www.live5news.com/story/25033440/1969-black-hospital-workers-strike-remembered-45-years-later>
- George W. Hopkins (2015). Charleston Hospital Workers' Strike. *South Carolina Encyclopedia*. Retrieved from <http://www.scencyclopedia.org/sce/entries/charleston-hospital-workers-strike/>

**Project-Based Learning/Cooperative Learning:** Students should be broken into small groups. The students, in their groups of no more than 3 students, will work together to create a photo-essay project. The photo essay project will be two pages (8x11) in length. The photo essay should be between 250 and 500 words accompanied by 4-6 images. They students will conduct research online, utilizing digital databases, particularly the Low country Digital History Initiative (LDHI). The students will be researching the various people who led, supported, or participated in the Charleston Hospital Strike of 1969. [http://ldhi.library.cofc.edu/exhibits/show/charleston\\_hospital\\_workers\\_mo](http://ldhi.library.cofc.edu/exhibits/show/charleston_hospital_workers_mo)

Each student group will be responsible for one person of the movement. The people they will be researching are as follows:

1. Community Activist Bill Saunders
2. Nurse's aide Mary Moultrie
3. Muslim Leader Otis Robinson
4. President of the Southern Christian Leadership Conference (SCLC) Robert Abernathy
5. South Carolina Governor Robert E. McNair
6. Activist Coretta Scott King
7. Activist Naomi White
8. Activist Rosetta Simmons

The students will be researching the role each person played in the strike. The students will be developing a short profile of each person. This profile should include the role the person played in the protest. The students should try and avoid any direct quote from text sources, unless it is a quote from an oral history interview. The students should be working on being able to restate the

information they have researched in their own words. For the images, the students should research images of the people. Students can also use images of the hospital and Charleston to help fill up their two pages. Most of the student research can be navigated through the Lowcountry Digital History Initiative website. On the left hand side of the page, the students should visit the Biographies link ([http://ldhi.library.cofc.edu/exhibits/show/charleston\\_hospital\\_workers\\_mo/biographies](http://ldhi.library.cofc.edu/exhibits/show/charleston_hospital_workers_mo/biographies)) this will give a list of the six of the eight person from the list above. Coretta Scott King has her own tab. Although included in the information about the strike, Robert E. McNair may require some more research outside of the online database. Please see the Resources section below for additional materials. This research will take the rest of the first class period and then will take up the second class of 90 minutes.

The project is a total of 100 points. 50 points for the Photo Essay, 25 points for the Research component of the project, 25 points for the oral presentation.

**Modeling:** Before the students break up into groups to research, it is suggested to show students an example of a photo essay. Show the students the Maude Callen Time LIFE's magazine spread from 1951. The first website listed is helpful because it shows how the photo essay was laid out. The second website it helpful for the students to read about Maude Callen and allows the students to see the images from the photo essay.

- Ben Cosgrove. (2013). W. Eugene Smith's Landmark Photo Essay, 'Nurse Midwife'. Time. Retrieved from <http://time.com/26789/w-eugene-smith-life-magazine-1951-photo-essay-nurse-midwife/>
- W. Eugene Smith, LIFE-Nurse Midwife, 1951. Slightly Out of Focus. Retrieved from [https://www.slightly-out-of-focus.com/W\\_Eugene\\_Smith\\_Nurse\\_Midwife.html](https://www.slightly-out-of-focus.com/W_Eugene_Smith_Nurse_Midwife.html)

**Day 2: I can research, analyze, and produce a product about the roles of civil rights advocates (USCH 8.1)**

**Project-Based Learning/Research/Collaboration:** In the groups from day 1, the students should continue their research of their assigned civil rights figure from the Charleston Hospital strike. The students should begin designing the photo essay on this day.

**Collaboration:** After the students have completed the photo essay project, the students can develop a short two to three minute presentation to present to the class. Each student in the group needs to talk about the person they were assigned. With each group presenting, the rest of the class will be able to learn about all of the various leaders researched. It is suggested that the presentation be delivered on day three to allow enough time for the students to develop the two-age photo essay and a short presentation.

**Day 3: I can explain the role of a grassroots civil rights advocate based on collaborative research (USCH 8.1)**

**Peer Teaching:** Each small group will present to the class, a two to three minute presentation on the person they researched.

**Calendar Connection:** This activity was inspired by the life of Maude E. Callen. Callen was a nurse-midwife in Berkeley County, South Carolina from 1936-1971. Callen was featured in a Life magazine photo essay spread in 1951. This publication focused on her work as a nurse-midwife in Berkeley County. After the essay was published, readers sent enough money for her to open her own clinic, that way she was no longer running a clinic out of her home. With her dedication in the medical field and the time period in which she was working, this instructional plan sheds light on a local Civil Rights protest against a medical institution.

**Note:** When using the link for the Lowcountry digital library, be sure to use Google Chrome. Internet Explorer cannot find the link when cut and pasted into the browser.

**Potential Assessment Task**

Day 1:

*Four Corners around prior knowledge (USCH 8.1)*

*Discussion around article on hospital strike. (USCH 8.1)*

*Teacher observation of research conducted. (USCH 8.1)*

*Exit Slip: From the class discussion and initial research conducted, is the Charleston Hospital Strike an example of non-violent protest? (USCH 8.1)*

Day 2:

*Exit slip: Have the students summarize what research they have completed for the day. (USCH 8.1)*

Day 3:

*Presentations (USCH 8.1)*

*Photo Essay project (USCH 8.1)*

*Class Discussion Question: After presentations have concluded, ask students if they can think of any modern day examples of non-violent protest. (USCH 8.1)*

**Resources**

1969 Black Hospital Workers' Strike Remembered 45 Years Later. (2014, March 20). Retrieved from <http://www.live5news.com/story/25033440/1969-black-hospital-workers-strike-remembered-45-years-later>

Cosgrove, B. (2013, July 21). W. Eugene Smith's Landmark Photo Essay, 'Nurse Midwife'. *Time*. Retrieved from

<http://time.com/26789/w-eugene-smith-life-magazine-1951-photo-essay-nurse-midwife/>

Editor. (2017, February 22). Black History Legend Naomi White At 92 Still Unbowed, Unbroken. *The Charleston Chronicle*. Retrieved from <https://www.charlestonchronicle.net/2017/02/22/black-history-legend-naomi-white-at-92-still-unbowed-unbroken/>

Hopkins, G. W. (2015, April 15). Charleston Hospital Workers' Strike. *South Carolina Encyclopedia*. Retrieved from <http://www.scencyclopedia.org/sce/entries/charleston-hospital-workers-strike/>

Kearney, KJ. (2017, February). Get to Know Mary Moultrie. *International African American Museum*. Retrieved from <https://iaamuseum.org/community/get-to-know-mary-moultrie/>

Kropf, S. (2015, April 25). 1969 Hospital Strike Leader Moultrie Dies. *The Post and Courier*. Retrieved from [http://www.postandcourier.com/archives/hospital-strike-leader-moultrie-dies/article\\_9b28fd09-fd67-5ae7-a2f398400946b7c7.html](http://www.postandcourier.com/archives/hospital-strike-leader-moultrie-dies/article_9b28fd09-fd67-5ae7-a2f398400946b7c7.html)

Marker Notes 1969 Charleston Hospital Strike. (2013, October 01). Retrieved from: <http://www.thestate.com/news/local/civil-rights/article13825439.html>

Maude E. Callen Nurse and Midwife Born. Retrieved from [http://www.aaregistry.org/historic\\_events/view/maude-e-callen-nurse-midwife-born](http://www.aaregistry.org/historic_events/view/maude-e-callen-nurse-midwife-born)

Parker, A. (2013, Sep 30). Local Hospital Workers' Courage Changed Workplaces Forever. *The Post and Courier*. Retrieved from [http://www.postandcourier.com/archives/local-hospital-workers-courage-changed-workplaces-forever/article\\_06e8c27e-6362-5734-9f68-60452286c0d7.html](http://www.postandcourier.com/archives/local-hospital-workers-courage-changed-workplaces-forever/article_06e8c27e-6362-5734-9f68-60452286c0d7.html)

South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

South Carolina Department of Education. (2011). South Carolina social studies academic standards. [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

TIME Life Photo Essay. Retrieved from <http://time.com/tag/life-photo-essay/>

The Charleston Hospital Workers Movement, 1968-1969. Retrieved from  
[http://ldhi.library.cofc.edu/exhibits/show/charleston\\_hospital\\_workers\\_mo](http://ldhi.library.cofc.edu/exhibits/show/charleston_hospital_workers_mo)

University of South Carolina Library. (2008). Robert E. McNair: A Governor of the New South. [PDF document]. Retrieved from  
<http://library.sc.edu/file/1963>

### Photo Essay Project Instructions:

Time Suggested: 3-90 minute classes

Grade Level: 11<sup>th</sup> grade

1. Students need to be broken into groups. It is suggested to keep the groups no more than 3 students per group.
2. Assign each group one of the following members of the Charleston Hospital Strike to Research.
  - a. Community Activist Bill Saunders
  - b. Nurse's aide Mary Moultrie
  - c. Muslim Leader Otis Robinson
  - d. President of the Southern Christian Leadership Conference (SCLC) Robert Abernathy
  - e. South Carolina Governor Robert E. McNair
  - f. Activist Coretta Scott King
  - g. Activist Naomi White
  - h. Activist Rosetta Simmons
3. In their groups the students will research the role of their assigned person in the Charleston Hospital Strike. Provide the students the link to the Lowcountry Digital History Initiative ([http://ldhi.library.cofc.edu/exhibits/show/charleston\\_hospital\\_workers\\_mo/biographies](http://ldhi.library.cofc.edu/exhibits/show/charleston_hospital_workers_mo/biographies)).
  - a. This will give a list of the six of the eight person from the list above. Coretta Scott King has her own tab. Although included in the information about the strike, Robert E. McNair may require some more research outside of the online database. Please see the Resources section below for additional materials. This research will take the rest of the first class period and then will take up the second class of 90 minutes.
4. It is suggested that with the class, the teacher walk the students through the website, helping highlight how online research is conducted. \*Note, use Google Chrome, the link has a hard time opening in other web browsers.\*
  - a. Students need to write 250-500 words about the role their assigned person had in the Charleston Hospital Strike.
    - i. Students should avoid pulling long quotes from their sources, as this is a short amount of writing, and it should reflect the students own words.
    - ii. The students need to cite their sources in a bibliography page that is in MLA format.
  - b. In addition to the written component, the students could select 4-6 picture to accompany the text they write up on their assigned person

- c. These 4-6 pictures and text should be formatted onto two 8x11 sheets of paper.
- d. Before the students break up into groups to research, it is suggested to show students an example of a photo essay. Show the students the Maude Callen Time LIFE's magazine spread from 1951. The first website listed is helpful because it shows how the photo essay was laid out. The second website it helpful for the students to read about Maude Callen and allows the students to see the images from the photo essay.
  - i. Ben Cosgrove. (2013). W. Eugene Smith's Landmark Photo Essay, 'Nurse Midwife'. Time. Retrieved from <http://time.com/26789/w-eugene-smith-life-magazine-1951-photo-essay-nurse-midwife/>
  - ii. W. Eugene Smith, LIFE-Nurse Midwife, 1951. Slightly Out of Focus. Retrieved from [https://www.slightly-out-of-focus.com/W\\_Eugene\\_Smith\\_Nurse\\_Midwife.html](https://www.slightly-out-of-focus.com/W_Eugene_Smith_Nurse_Midwife.html)
- 5. Day 2 the students should continue their research and compile their project together
- 6. Day 3 the students can take some time at the beginning of class to make any last minute edits to their project. Each group will have a 2-3 minute oral presentation in front of the class explaining their assigned person. Each member of the group must participate in the presentation.
- 7. See attached rubrics.
  - a. The project is a total of 100 points. 50 points for the Photo Essay, 25 points for the Research component of the project, 25 points for the oral presentation

## Photo Essay Project Rubric

Student names in group: \_\_\_\_\_

	Excellent: 8 points	Adequate: 5 points	Fair: 2 points	Minimal: 0 points
<b>Research-Documentation:</b> Bibliography and citation	Project bibliography or credits were complete and flawlessly formatted. All sources were cited and media included captions showing source.	Project bibliography or credits were complete. All information and media sources were cited.	Project bibliography or credits were incomplete. Less than half of the sources were cited.	Did not include project bibliography or credits. One or two sources were cited.
<b>Research-Quality:</b> Information from reputable sources	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
<b>Brief description of assigned person:</b> Topic and length. The brief role of the assigned person should be between 250-500 words.	Topic was completely addressed. Statements were clearly supported by many facts and detailed examples. The word requirement was met.	Topic was addressed. Most statements were supported by facts and examples. The word requirement was met.	Topic was addressed. Some statements were supported by facts and examples. The word requirement was mostly met.	Topic was not addressed. Statements were not supported by facts or examples. The word requirement was not met.
<b>Picture Requirement:</b> Project requires 4-6 photographs that relate to the group's assigned person.	The all photographs used were on topic and met the photograph requirement.	Most of the photographs were on topic and met the photograph requirement.	Most of the photographs were on topic. The photograph requirement was not met.	Most of the photographs are not on topic and do not meet the photograph requirement.

<p><b>Content-Quality of Information:</b> Relates to topic, detailed, and accurate</p>	<p>All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.</p>	<p>Used relevant information. Included many details and strong examples that came from reputable sources.</p>	<p>Information related to the topic, but project needed more details and examples to fully support ideas.</p>	<p>Information did not include details or examples that related to the topic. Information did not come from a reliable source.</p>
<p><b>Writing-Conventions:</b> Correct spelling, grammar, punctuation, usage</p>	<p>No spelling, grammar, capitalization or punctuation errors. Sentences are all well-formed.</p>	<p>Fewer than 5 spelling and grammar errors. Fewer than 5 capitalization and punctuation errors. One or two flawed sentences.</p>	<p>More than 5 spelling and grammar errors. More than 5 capitalization and punctuation errors. Less than 5 sentences show flawed structure.</p>	<p>More than 10 spelling and grammar errors. More than 10 capitalization and punctuation errors. Many sentences show flawed structure.</p>

**Total:** \_\_\_\_\_/50

**Photo Essay Project Checklist:**

- \_\_\_\_ My project includes citations for all sources and a complete bibliography.
- \_\_\_\_ My project has information from sources with excellent reputations.
- \_\_\_\_ My work is on topic and contains supporting details.

\_\_\_\_ My work is on topic and meets the photograph requirement.

\_\_\_\_ My project relates to the topic and includes accurate facts, supporting details, and high-quality examples.

\_\_\_\_ My writing uses correct grammar, spelling, and punctuation.

### Photo Essay Project Oral Presentation Rubric

Student names in group: \_\_\_\_\_

	Excellent: 4 points	Adequate: 3 points	Fair: 2 points	Minimal: 0 points
<b>Oral Presentation-Clarity:</b> Clarity and volume	Appropriate volume throughout presentation. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly and understandably.	Spoke at an appropriate volume for most of presentation. Good inflection and enunciation. Occasionally sounded monotone.	Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No inflection. Sounded bored or uninterested. Paid little attention to proper pronunciation.
<b>Oral Presentation-Content:</b> Relates to topic, detailed, and accurate	All content directly related to the topic. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Opinions were supported by fact wherever possible.	Content directly related to the topic. Included many details that demonstrated knowledge of the topic. Most opinions were supported by facts.	Had difficulty explaining how the content and topic relate. Many opinions were not factually supported.	Presentation did not relate to topic. Included few details and relied heavily upon unsupported opinion.
<b>Oral Presentation-Knowledge:</b> Demonstrate knowledge of subject	Demonstrated a thorough knowledge of the subject matter. Able to use audience questions to further	Demonstrated a working knowledge of the subject matter. Able to satisfactorily answer audience questions and	Demonstrated a basic knowledge of the subject matter. Able to address audience questions by repeating	Demonstrated little or no knowledge of the subject. Unable to answer audience questions or comment

	demonstrate understanding of the topic. Appeared to be an expert on the subject being presented.	provided additional information upon request.	parts of the presentation - did not provide any additional information.	further on any part of the presentation.
<b>Oral Presentation-Overview:</b> Eye contact, voice, and appearance	Used eye contact that moved among the audience. Confident, expressive, and knew content well. Dressed up or in appropriate costume. Had good posture, was mobile, and used gestures and facial expressions to make their point.	Often made eye contact. Voice was steady and clear. Used appropriate facial expressions and gestures. Knew content well. Dressed up. Had good posture.	Made some eye contact. Voice was soft or monotone. Appearance was casual but neat. Presenter rocked back and forth.	Made no eye contact. Used low, soft, or monotone voice. Read from a script. Appearance was too casual or sloppy. Posture was slouched.
<b>Oral Presentation-Stays on Topic:</b> Relevant to the topic	Entire presentation focused on the topic. Able to answer audience questions without straying from subject.	Majority of presentation was on-topic. Made effort to return to topic when presentation or audience questions strayed.	Some material was unrelated to the topic, or presenter used unrelated material to pad the presentation.	More than half of the presentation did not directly address the topic.
<b>Presentation-Group Members:</b> All group members participate in presentation.	All members of the group participate in the group's presentation.	Most of the members of the group participate in group's presentation.	Only one member of the group participates in group's presentation.	The group does not present.
<b>Presentation-Time</b>	The presentation is	The presentation is	The presentation is	The group does not

<b>requirement:</b> The presentation is within the 2-3 minute requirement.	within the 2-3 minute time requirement.	between 1-2 minutes.	under 1 minute.	present.
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**Total:** \_\_\_\_\_/25

**Presentation checklist:**

- \_\_\_ I will speak in a clear, audible voice.
- \_\_\_ My presentation will be detailed and accurate.
- \_\_\_ My presentation will demonstrate my knowledge of the subject matter.
- \_\_\_ During my project presentation, I will speak clearly, make eye contact, and dress and act appropriately.
- \_\_\_ All of the material in my presentation relates to the topic.

### Photo Essay Project Research/Team Work Rubric

**Student names in group:** \_\_\_\_\_

	Excellent: 5 points	Adequate: 3 points	Fair: 2 points	Minimal: 0 points
<b>Research-Documentation:</b> Bibliography and citation. Project should use MLA formatting for citation page.	Project bibliography or credits were complete and flawlessly formatted. All sources were cited and media included captions showing source.	Project bibliography or credits were complete. All information and media sources were cited.	Project bibliography or credits were incomplete. Less than half of the sources were cited.	Did not include project bibliography or credits. One or two sources were cited.
<b>Research-Quality:</b> Information from reputable sources	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
<b>Internet Use:</b> Group properly uses suggested websites.	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
<b>Teamwork-Contribution:</b> Ideas and assistance	Actively participated in all group discussions and activities. Shared	Shared ideas in every group discussion. Attempted to locate	Participated in most group discussions. Shared a few ideas.	Did not participate in most group discussions. Rarely

	ideas freely. Located additional information or resources.	additional resources or materials.		shared ideas.
<b>Teamwork-Overview:</b> Listened, shared ideas, supported team members, discussed problems, completed own work	Listened carefully to what others said. Shared ideas and resources freely. Talked about problems and found useful solutions. Knew what work needed to be done. Completed own work on time and provided help to other team members.	Listened and participated in all team discussions. Talked about problems and solutions. Completed own tasks on time and helped other team members when they needed assistance.	Listened and participated in some team discussions. Talked more about problems than solutions. Completed assigned tasks, but did not help other team members.	Rarely listened or participated in team discussions. Talked only about problems, not solutions. Did not complete all assigned tasks. Did not help other team members.

**Total:** \_\_\_\_\_/25

**Research/teamwork checklist:**

- \_\_\_ My project includes citations for all sources and a complete bibliography.
- \_\_\_ My project has information from sources with excellent reputations.
- \_\_\_ My group can navigate the suggested websites without assistance.
- \_\_\_ I participated in discussions and contributed ideas about the project.
- \_\_\_ I listened to teammates, shared ideas, helped others, discussed problems, and completed work on time.